



POST OFSTED ACTION PLAN EVALUATION

Target 1 – Rapidly improve the quality of teaching, learning and assessment so that it is consistently good and enables pupils to achieve well, by ensuring that teachers:

- have high expectations of what pupils can achieve, regardless of their ability, across all subjects and year groups
- plan learning activities that are closely matched to pupils’ starting points and that challenge, interest and motivate pupils so that they make strong progress
- accurately assess pupils’ learning to correct misconceptions and deepen pupils’ knowledge and understanding.

2019/20 Action	Evaluation of 2019/20	Plan – Autumn Term	KPIs
<p>PSN Run weekly CPD sessions which focus on research-based approaches, going “back to basics” (Rosenshine’s ‘Principles of Instruction’) to develop better teaching and raise teachers’ expectations of students by ensuring they understand how to match the pitch of lessons to student’s needs.</p>	<p>PSN</p> <ul style="list-style-type: none"> • CPD strategies evident in book looks and learning walks, improvements seen in key areas during Spring 1. • CPD feedback – all staff agreed that learning from TLCs had a positive impact on their teaching and that their teaching had improved during the year (feedback). • Successful EAL and SEND sessions and a review session concluded the TLC program before lockdown. • Subheadings posters in every classroom, evidence of their use in all spring book looks. Still a lack of consistency in the frequency of their use in some subjects, notably Geography (learning walk feedback). • CPD has continued under lockdown with sessions on using google forms to create retrieval quizzes, using loom to record lesson content and all staff trained to deliver live lessons via zoom. 	<p>WHI</p> <ul style="list-style-type: none"> • Launch The Brittons Academy Learning Principles and deliver high quality CPD to ensure staff have expertise to confidently deliver each principle. • Combine regular whole staff, research-driven TLCs with additional time for subject teams to work collaboratively to embed TLC learning in curriculum delivery. • Clear and transparent policy to underpin all discussions around effectiveness of T&L with all staff understanding how monitoring and evaluation protocol feed in to judgements around QTOT. • Membership of National College online platform to increase range of external CPD available to all staff and enhance/prepare staff for internal CPD. • CPD specifically around meeting needs of SEND, Able and Literacy/Oracy, linked to lesson principles. 	<p>By February 2021</p> <ul style="list-style-type: none"> • QTL evaluation completed for Term 1 will show LP1, 2 and 5 as strengths in response to being TLC priorities (evidence base – 1 Learning Walk; 1 Lesson Observation; 3 x Book Scrutiny; Staff voice, Student voice). • TLC resources available to all staff on shared area/Teams. • Staff voice will demonstrate increased confidence to deliver effectively in areas prioritised by Term 1 TLCs. <p>By August 2021</p> <ul style="list-style-type: none"> • QTL evaluation will demonstrate improvement. There will be a term-on-term increase in the proportion of staff who have embedded each LP as a notable strength. Fewer staff will have fewer areas to develop.

		<ul style="list-style-type: none"> Implement robust Monitoring and Evaluation schedule (subject to Covid-19 constraints). 	
<p>THM Increase the size and quality of the KS4 EBacc provision.</p>	<p>THM</p> <ul style="list-style-type: none"> Easter term promotion of MFL and EBacc for Year 9. Significant increase in MFL take up for Year 9; 25% for Year 9, 9% for Year 10 and 12% for Year 11. Significant take up of EBacc; 23% for Year 9, 15% for Year 10 and 17% for Year 11. Broad and balanced curriculum encouraged. 93% of Year 9, 90% of Year 10 and 78% of Year 11 study all the EBacc subjects, except for MFL. 94% of Year 9 got all their four first choices. National advert for a Spanish teacher was placed in November but unfortunately the field was not strong enough to provide a shortlist (ELAT moderated). Significant improvement in History and MFL shown in CAGs. A slight improvement in Geography and Computer Studies. New HOD Computer Studies/ICT appointed. 	<p>THM</p> <ul style="list-style-type: none"> In KS4, all classes are taught by specialist teachers. ELAT leadership of Geography. EBacc student/parent awareness initiative publicising the importance of each EBacc subject, departmental strengths, positive reasons for taking the subject as well as the careers that this can lead to. Change of exam board in Geography to facilitate improvement (AQA to EDUQAS). New Teach First staffing in Maths, Science and History. New line managers for Geography and Computer Science/ICT. Continued promotion of MFL in KS3 and improvement in teaching. 	<p>By February 2021</p> <ul style="list-style-type: none"> School promotion of EBacc. 90%+ have a broad and balanced curriculum; Maths, English Language, English Literature, Combined/Triple Science, History or Geography or Computer Science. Assemblies, brochure and Options' Evening. School promotion of MFL. 25%+ opt for MFL. French lessons, assemblies, brochure and Options' Evening. Improved curriculums/schemes of learning in Computer Science/ICT and Geography with the new HODs. <p>By August 2021</p> <ul style="list-style-type: none"> School fully staffed for September. In KS4 for 2021-22 all KS4 classes taught by specialist teachers.
<p>CLE Enable teachers to take greater responsibility for their own professional development.</p>	<p>CLE</p> <ul style="list-style-type: none"> Middle Leaders demonstrated increased rigour when setting and reviewing targets. These were quality assured by SLT. All staff have uploaded differentiated appraisal targets to Blue Sky and are responsible for collating and uploading evidence to show progress against targets (Blue Sky). Lesson structure, knowledge sequencing, retrieval practice and the use of sub-headings were evident in the majority of students' books. The quality of marking and feedback by staff improved in the 	<p>CLE</p> <ul style="list-style-type: none"> To ensure the Appraisal policy is implemented fairly and equitably given the school closure. All staff to receive training on Appraisal process and expectations. Staff to ensure that internal CPD strategies are evident in learning walks and book looks. Monitored by senior and middle leaders. 	<p>By February 2021</p> <ul style="list-style-type: none"> Appraisal training to be facilitated for all teaching staff. Additional training offered to appraisers. SLT to complete appraisal meetings with all line managers on designated appraisal day (25th September), demonstrating the appropriate degree of rigour. Line managers to cascade process in meetings with their appraisees.

	<p>majority of cases. Where this was not evident, staff were monitored by SLT.</p> <ul style="list-style-type: none"> • Learning walks showed evidence of staff using strategies that had been covered in CPD sessions (e.g. retrieval practice and teacher modelling). • Mid-cycle review identified CPD needs. • CPD needs were not addressed after the mid-cycle review due to school closure. 	<ul style="list-style-type: none"> • CPD needs to be reviewed and identified from February mid-cycle review (mid-cycle review form A3). • Identified staff CPD needs to be addressed to support rapid progress. 	<ul style="list-style-type: none"> • Three objectives to be set: on student knowledge, engagement with the TLC programme and POAP, and a personal interest that will develop the academy. • Objectives, actions and performance criteria to be reviewed and challenged at SLT, and returned to middle leaders if not appropriate. • Learning walks, lesson observations and book scrutinies to be completed by middle leaders/SLT with a focus on TLC strategies. <p>By August 2021</p> <ul style="list-style-type: none"> • Learning walks, lesson observations and book scrutinies to be completed on target groups by middle leaders/SLT with a focus on TLC strategies. • Identified CPD needs to be addressed.
<p>PSN Improve teachers' practice, leading to better pitch and challenge for all, raising expectations of pupils' abilities.</p>	<p>PSN</p> <ul style="list-style-type: none"> • New HOD – English has improved challenge built into the curriculum. New curriculum with proven success brought over from Bower Park Academy. • Maths introduced a new scheme of work based on the “White Rose” mastery scheme for KS3. • Science adapted work booklets for KS3 students to include subheadings for consistency and to improve challenge for the Most Able. • ELAT whole school book look feedback given to staff with letters of expectation sent to staff not meeting standards. Improvement noted across the board, particularly with reference to implementation of TLC strategies. • Support plan process was initiated with three staff; however this was paused during the lockdown period. 	<p>WHI</p> <ul style="list-style-type: none"> • Two Maths teachers commence funded ‘Maths Mastery’ training in September 2020 in conjunction with ELAT colleagues. • Raise profile of SEND/Disadvantaged/Able groups in CPD, progress and attainment analysis and monitoring and evaluation (specific reviews, ‘typicality’ monitoring and student voice). • Timely support and robust challenge of staff performance where expectations are not met. • CPD to launch Literacy and Able foci for the year. 	<p>By February 2021</p> <ul style="list-style-type: none"> • LP4/5 TLC strategies will be evident in HT3 Learning Walk records. • Departmental Stretch and Challenge evaluation will evidence strategies in place in curriculum areas. • Support Plans implemented for relevant staff. • Student voice will have captured student perception of SEND/Able strategies. <p>By August 2021</p> <ul style="list-style-type: none"> • QTL evaluation will demonstrate an increase in the proportion of staff for whom LP4/5 TLC strategies are

	<ul style="list-style-type: none"> • New academy vision – “building knowledge, inspiring futures” used on all branded items. • Student voice was not able to be conducted due to the lockdown. • QA of lessons set through Go4Schools during lockdown shows an increasing level of challenge throughout the period as teacher confidence improved. • Individual student timetables and clear lesson overviews for students, introduced after half term, were very well received by parents and students with positive comments about improved rate of work and challenge for students working at home. • Continued use of the lesson subheadings was achieved in all home learning lessons by implementing a “lesson overview” sheet at the start of all lessons. This improved consistency in the quality of home learning tasks set. 	<ul style="list-style-type: none"> • Further CPD to support staff in meeting needs of SEND, Able and Literacy/Oracy. • Departments implementing, monitoring and evaluating robust and explicit strategies for challenging the most able. 	<p>embedded as a notable strength. Less staff will have LPS4/5 as an ATD.</p> <ul style="list-style-type: none"> • Departmental Stretch and Challenge evaluation will evidence clear strategies in place in all curriculum areas. • Support Plans implemented for relevant staff. • Student voice will have captured more favourable student perception of SEND/Able strategies.
<p>PSN Enhance teachers’ knowledge of GCSE specifications and assessment requirements.</p>	<p>PSN</p> <ul style="list-style-type: none"> • Due to lockdown Centre Assessed Grades were produced and went through a lengthy moderation and discussion process. • Ranking and grades discussed across departments during in depth meetings and then initially moderated by HODs. • Second phase of moderation in discussions between HODs and link SLT. • Cross subject moderation conducted by SLT and amendments made to bring grades further in line with previous results and ensure grades were both realistic and a true reflection of student performance. • FFT grade prediction software used to externally validate teacher predictions. Adjustments made by SLT and HoDs based on this information. • Summary grades shared across the MAT. 	<p>PSN</p> <ul style="list-style-type: none"> • Longer time period built in after data drops for HODs to moderate and check data. • Department meeting time scheduled for every data entry week to allow moderation of papers, exam grades and estimated grades. • CPD planned to focus on accuracy of estimations. This will use example case studies from across the trust – to check teachers’ knowledge of how to predict accurately based on exam responses, applying rigour and processes used to determine last summer’s CAGs. • ELAT examiner network used in the run up to exams to help with intervention preparation and moderation of exams. 	<p>By February 2021</p> <ul style="list-style-type: none"> • Assessment titles agreed and entered on Go4Schools for all subjects. • Format of KS4 reports agreed and communicated to teachers. • CPD conducted on grade 9/D* work – improving subject knowledge. • CPD on accuracy of estimations – before January mocks. • Increased moderation time following mocks for Year 10 and Year 11. • Weekly meetings for core subjects on the timetable. • ELAT examiner network used to support moderation where possible. • Winter walkthrough programme in December to focus on walking talking mocks.

		<ul style="list-style-type: none"> • Staff encouraged to visit other schools within and outside the MAT for support. • Weekly meetings for core subjects to focus on subject knowledge and exam content. • Increased use of exam style questions in lessons and for assessments with KS4 students. Teachers to provide “walking talking” feedback. • Ensure full attendance at virtual ELAT subject network meetings and implantation of actions. 	<p>By August 2021</p> <ul style="list-style-type: none"> • Full attendance at all subject network meetings. • Intervention timetable for Year 11 planned in a logical way based on subject needs. • Summary data used by HoDs to target intervention. • Assessment entry info agreed for 2021-22 academic year. • Transition to SIMs data completed and set up for the year ahead.
<p>PSN Enable accurate assessment that deepens pupil knowledge.</p>	<p>PSN</p> <ul style="list-style-type: none"> • Cumulative assessment points built into department schemes of work for all years. • Whole school book look showed positive improvement in the quality of marking and feedback and a more strategic approach to assessment. • New learning journeys shared with pupils and parents which included key assessment points. • Cycle of formative and summative assessments continued into the lockdown period. • CPD on using Google forms to produce self-marking multiple choice quizzes. This was used by a wide range of staff to test recall of prior knowledge as part of lockdown lesson structure. • Two rounds of individual meetings between PSN, THM and each HOD probed assessment rationale and design. HODs were asked to justify their assessment decisions in detail. 	<p>PSN</p> <ul style="list-style-type: none"> • CPD in Autumn 1 to focus on the purpose of assessment and responsive teaching techniques (AfL). • CPD for HODs to plan cumulative assessments in a more strategic way and to improve assessment design and logic. • CPD for HODs and pastoral leaders to help them to analyse data and use it in a more productive way to target interventions. • Increased moderation time – now spread throughout the year during each data drop period. Focus on empowering HODs to share knowledge and expertise with department staff. • Year 7 to 10 exams in the hall to focus on cumulative assessments and get students used to proper exam technique. 	<p>By February 2021</p> <ul style="list-style-type: none"> • Assessment titles agreed and entered for all subjects. • Format of KS3 reports agreed and communicated to teachers. • CPD conducted on using AfL to support learning – COVID focus. • CPD for middle leaders on assessment use and planning. • All departments to have a coherent assessment plan in place that follows the curriculum closely. • Adequate moderation time for all year groups before data drops. • Weekly meetings for core subjects on the timetable. • ELAT examiner network used to support moderation where possible. • CPD for HoY to support analysis of A2L data. • CPD for teaching staff about “new” KS3 reporting system.

		<ul style="list-style-type: none"> • Book looks to focus on feedback provided after assessment points and its quality and relevance. • Next round of student voice feedback to focus on how we can further improve assessment and feedback structures. • Use of new office 365 system for collecting in work digitally and providing feedback to be used in the event of a local lockdown. 	<ul style="list-style-type: none"> • CPD for HoDs about what data to use when entering KS3 report information. <p>By August 2021</p> <ul style="list-style-type: none"> • Year 7 to 10 exams in the hall (COVID permitting – lack of time due to amended external exam calendar). • Student voice feedback completed – assessment and feedback across subjects. • Parent voice completed – reporting system at KS3. • CPD for HoDs on using assessment data to target interventions. • Transition to SIMs data completed and set up for the year ahead.
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Target 2 – Improve the effectiveness of leadership and management by:

- ensuring that curriculum content is planned in detail so that pupils acquire deep knowledge and understanding across all subjects
- ensuring that teachers in every subject have a good knowledge of the new GCSE specifications so that pupils can reach the highest standards, including the most able pupils
- ensuring that teachers’ assessments of pupils’ progress and learning are accurate and reliable
- challenging staff underperformance swiftly and supporting staff to improve their practice
- ensuring that governors hold leaders to account effectively
- ensuring that subject leaders are challenged effectively by senior leaders, subject leaders monitor the work of their departments more effectively, and that consequently they all have an accurate understanding of how pupils are doing in different subjects.

2019/20 Action	Evaluation of 2019/20	Plan – Autumn Term	KPIs
<p>WCK Complete curriculum maps for KS3.</p>	<p>WCK</p> <ul style="list-style-type: none"> • All curriculum maps are in place with clear evidence of how knowledge is built on through sequencing across KS3. • Individual departments were identified as needing to reorder the learning such as Geography. • New leadership of Computing, RE and Social Sciences means changes are being made for September 2020. 	<p>WCK</p> <ul style="list-style-type: none"> • Updates to curriculum maps and Learning Journeys need to be made in September to ensure changes to curriculum are recognised, shared and gaps in learning due to lockdown are addressed. • Curriculum plans will be used to monitor the effectiveness of topic sequencing and if this is resulting in deep knowledge. 	<p>By February 2021</p> <ul style="list-style-type: none"> • Curriculum maps in all subjects are current and are used in department meetings to check curriculum progress and monitor any gaps in learning due to school closures or pupil isolation. • Curriculum maps have been shared with all members of the department for increased consistency. • Learning Journeys are displayed across the academy and via the academy website as a tool to inform students and parents. • Learning walks and lesson observations are completed using curriculum maps to ensure curriculum is being covered effectively and as planned.

			<p>By August 2021</p> <ul style="list-style-type: none"> All curriculum maps and learning journeys will be reviewed by ELAT teaching and learning to ensure consistency and rigour across departments with support being given to departments if needed. Evaluation of curriculum maps and learning journeys completed at the end of the academic year to ensure any necessary changes are in place for September 2021.
<p>WCK Build curriculum maps for KS4 for all subjects.</p>	<p>WCK</p> <ul style="list-style-type: none"> All KS4 subjects have comprehensive curriculum maps outlining the journey and progression of learning that will take place throughout the course. Due to lockdown, Learning Journeys, which are the students' visual aid, were not printed and displayed in classrooms. Walkabouts to monitor the effectiveness of curriculum maps have not taken place to the extent planned due to school closures. However, curriculum maps are being used to help identify the content gaps created due to lockdown. 	<p>WCK</p> <ul style="list-style-type: none"> New subject areas such as Media Studies and Citizenship will need to create curriculum maps. Curriculum plans will need to be revisited to check if they are still fit for purpose and what changes need to be made, e.g. changes to English and History course content and restrictions to practical subjects such as Drama and BTEC Music. Learning Journeys to be printed and displayed throughout the Academy and available to parents by 31st October 2020. 	<p>By February 2021</p> <ul style="list-style-type: none"> New curriculum maps in place in new subject areas. 2020-2021 curriculum maps and curriculum plans reflect the revised curriculum and examination content for 2021 examinations. HoDs revise curriculum maps to ensure any gaps in learning due to school closures or pupil isolation are covered prior to examinations. Learning journeys are displayed across the academy and via the academy website as a tool to inform students and parents of the curriculum progression in each subject area. Learning walks and lesson observations are completed using curriculum maps to ensure curriculum is being covered effectively and as planned.

			<p>By August 2021</p> <ul style="list-style-type: none"> All curriculum maps and learning journeys will be reviewed by ELAT teaching and learning to ensure consistency and rigour across departments with support being given to departments if needed. Evaluation of curriculum maps and learning journeys completed at the end of the academic year.
<p>PSN Increase the pace and impact of teaching and learning improvements.</p>	<p>PSN</p> <ul style="list-style-type: none"> Continued use of subheadings for consistency across subjects, book look feedback showed that these were evident in the vast majority of lessons by the end of Spring 1. Whole school book look in Spring 1 showed an increased rate of progress in terms of teaching and learning improvements. Consistency boost in Spring 1 focussed on key areas such as getting students in to lessons and learning quickly. Trustee visit went well with positive comments from the visitor about the quality of teaching and learning. Support plans commenced for three staff who were failing to meet expected standards. These were paused during the lockdown period. During lockdown, the use of a student timetable, consistent lesson formatting and a “lesson overview” sheet based on the lesson subheadings ensured consistency continued. All online work quality assured by HODs and SLT to ensure a good level of challenge, clarity and use of the lesson overview sheets. Positive comments from students and parents about the structure and content of online lessons. 	<p>WHI</p> <ul style="list-style-type: none"> Consistent use of lesson subheadings, aligned with Learning Principles in all lessons to raise expectations of all students. Middle leaders to display Scheme of Learning Overviews in all classrooms to assist with monitoring curriculum delivery on learning walks and in book scrutinies. Robust QTLA Policy to clearly communicate expectations and monitored through QTOT schedule. Updated monitoring protocol to include staged ‘Flag’ system to promptly act on concerns. Departments to select positive aspect of ‘remote learning’ from lockdown to continue to capitalise on (e.g. self-marking recall, Loom etc.). Practical ‘Take-aways’ form a consistent feature of TLCs. Monitor impact through the Academy’s Monitoring and Evaluation schedule. 	<p>By February 2021</p> <ul style="list-style-type: none"> Support Plans implemented for relevant staff. Book Scrutinies will evidence most staff using the sub-headings most of the time. Scheme of Learning Overviews displayed in all departmental staff areas. <p>By August 2021</p> <ul style="list-style-type: none"> Support plans implemented for relevant staff. No staff remain with significant ATDs who are <i>not</i> on Support Plans. Book Scrutinies will evidence all staff using the sub-headings all of the time. Scheme of Learning Overviews displayed in all departmental staff areas, learning areas and the website. An appropriate proportion of students are making expected progress (in line with similar cohorts) demonstrating they do more, know more and remember more).

	<ul style="list-style-type: none"> • Video recorded lessons via Loom following whole staff remote training. This software was used by a wide range of staff to provide a more “personalised” approach to lessons. • Live lessons via Zoom – all staff received training by the end of Summer 2 with a large proportion of staff having completed at least one live lesson with a “co-pilot”. This face to face contact was greatly appreciated by students and parents. 		
<p>THM Further improve the accuracy of assessment and student attainment data at KS4.</p>	<p>THM</p> <ul style="list-style-type: none"> • Summer 2019 predictions much more accurate (prediction vs performance analysis). • External courses for staff in English, Maths, Science, History, Computer Science, French, Drama and Child Development (CPD log). • PiXL Feed Forward completed for all departments (Feed Forward sheet). • PPE moderation within school (time given) for all subjects and external actioned – English, Maths, Science and MFL. • Rigorous and consistent process to arrive at the CAGs; two SLT QA sessions, FFT analysis and ELAT moderation. 	<p>SEA</p> <ul style="list-style-type: none"> • Formative and summative assessment data to be recorded/tracked centrally by all departments to monitor student progress. • Revision sessions/strategic intervention to be implemented by a range of departments for key groups; where possible, staff to utilise opportunities for virtual learning where possible. • Attitude to Learning (ATL) grades completed across all subjects in relation to Year 11 students; these also to include Estimated Grade information for school use only. Data to inform intervention and mentoring programme. • Core departments to contribute to ‘Rev it up’ form time initiative through the development and implementation of revision resources which provide opportunities for recall and support attainment. • Lesson subheading structure for Year 11 lessons to incorporate opportunities for assessment, 	<p>By February 2021</p> <ul style="list-style-type: none"> • Core Intervention Programme for HT1 completed and evaluated. • Block A Intervention implemented for HT2 completed and evaluated. • ATL grades evaluated. • Pupil Premium Mentoring evaluated. • Timetable and resources developed and implemented for Year 11 Form Time Revision (Student Voice). • Winter Walkthroughs designed, delivered and evaluated across the Year 11 curriculum (Student Voice). • Top 5 Tips for revision communicated to students/parents of Year 11 by all subject areas prior to PPEs. • Year 11 Christmas revision booklet collated across all departments. Student/Parental access provided for completion during Christmas holiday. Student Voice completed to gauge the overall effectiveness of this provision. <p>By August 2021</p> <ul style="list-style-type: none"> • DTT approach evident in TLC calendar. Exemplar materials, rationale and evaluation strategies explicitly

		<p>diagnosis of areas of insecurity and therapy opportunities.</p> <ul style="list-style-type: none"> • 'Top Tips' initiative to be utilised by all departments to further support student mock exam preparation. • Walking Talking mocks to support student preparation for mock examinations. • HODs to contribute to development of Christmas holiday revision booklet to be utilised by Year 11 students and parents. • ELAT subject networks to support standardisation. • Use of FFT benchmarking tool as deployed for 2019/20 CAGs. 	<p>referenced and evidenced in Line Management schedule.</p> <ul style="list-style-type: none"> • DTT approach adopted across all subject areas for Year 11, unless mitigating circumstances, following PPEs. • All Year 11 DTT resources to be collated from across the curriculum and stored in central area/Teams. • Student Voice conducted to gauge the impact of the DTT approach. • Year 11 Catch-up provision to be evaluated.
<p>CLE Bring about greater rigour in challenging and supporting staff performance, using the new ELAT appraisal system that focuses on knowledge over skills and quality of education.</p>	<p>CLE</p> <ul style="list-style-type: none"> • No staff made progression on UPS. Nine staff were eligible to apply, one application was received. No appeals were made (Payroll). • Objective 1 focuses on student knowledge and is differentiated depending on the member of staff's responsibilities and career stage (Blue Sky). • Objective 2 is to improve pedagogy by actively engaging in the TLC programme, the MAT coaching programme and the post Ofsted action plan (Blue Sky). • Objective 3 is to develop a personal interest that contributes to the improvement of the Academy (Blue Sky). • Mid-cycle review process was modelled by SLT for middle leaders, and then cascaded to staff in their departments. • Prior to the mid-cycle review, staff had learning walks and book looks on the identified target groups. Further book looks and learning walks were due to 	<p>CLE</p> <ul style="list-style-type: none"> • SLT to model mid-cycle review meetings with middle leaders, demonstrating how to scrutinise the evidence for each objective. • HODs and SLT link to monitor progress of identified target groups through learning walks, book looks and progress data (learning walks, book looks and progress data). • Appraisers to QA the quality of uploaded evidence at the mid-cycle review (mid-cycle review form A3). 	<p>By February 2021</p> <ul style="list-style-type: none"> • Appraisal leads and HR to meet to standardise process and improve consistency. • The performance of all staff to be reviewed on designated appraisal day. Those eligible for pay progression who wish to be considered to apply (UPS only). • CLE to review evidence and make pay recommendations, which are moderated at Principal, CEO and Governor level. • Appraisal report to Governors pay committee completed. <p>By August 2021</p> <ul style="list-style-type: none"> • Mid cycle reviews completed, staff to identify areas for development.

	<p>take place later in the academic year, but did not due to school closure.</p> <ul style="list-style-type: none"> • 17 members of staff engaged in the ELAT coaching and mentoring programme. • SLT and middle leaders challenged the quality of evidence to support progress against targets that was uploaded by staff. Where it was not appropriate, further learning walks etc. took place. 		<ul style="list-style-type: none"> • Uploaded evidence to be reviewed, areas for development identified. • HODs and SLT link to have completed learning walks, book looks and lesson observations on target group. Relevant progress data to be reviewed.
<p>THM New Chair of ITB to focus the activities of the ITB on planning for rapid improvement and evaluating impact of the Academy's actions.</p>	<p>THM</p> <ul style="list-style-type: none"> • More frequent meetings (ITB calendar). • Greater challenge (minutes). • ELAT governance conference morning on 18th January 2020. • Vice Chair invited to Chair/Principal fortnightly meetings. • Increased governors' POAP progress monitoring (minutes). • Trustee visit day (report). • More focused agendas and papers to support rapid improvement (ITB agendas and papers). 	<p>THM</p> <ul style="list-style-type: none"> • ITB to be maintained. • The frequency of meetings to be continued. • Evaluation of the POAP to be a standing item every meeting. • New ITB member is an experienced governor. • Governor visit days initially to monitor provision and safety and then to monitor the POAP. 	<p>By February 2021</p> <ul style="list-style-type: none"> • Presentation and quality assurance of T&L strategy for the year – 07/10/20. • Evaluation of POAP • Target 1 – ITB minutes – 14/10/20. • Targets 2 and 3 – ITB minutes – 02/12/20. • Governor curriculum QA HT2. <p>By August 2021</p> <ul style="list-style-type: none"> • POAP evaluation every ITB – minutes of six meetings. • Governor subject quality assurance. • Governor visit days (if permitted).
<p>PSN Clarify the role and expectations of HODs. Robustly monitor HODs delivery.</p>	<p>PSN</p> <ul style="list-style-type: none"> • SLT monitoring of M&E activities successful – all staff received monitoring visits before lockdown in Spring term. • Learning walk and book look feedback used in SLT link meetings with department heads to drive teaching and learning conversations. • Department heads were involved in created a teaching and learning evaluation summary. This was based on all available monitoring feedback (book looks, learning walks etc.) from the Autumn term and identified strengths and areas for development. • All departments selected four teaching and learning priorities to improve pedagogy, these were 	<p>WHI</p> <ul style="list-style-type: none"> • Ensure middle leaders understand their role in updated arrangements for monitoring and evaluation of QTOT; undertake learning walk with SLT; work scrutiny and contribute to initial evaluation and Departmental Improvement Plan. • Individual meeting with THM/WHI (Quality of Teaching, Learning and Curriculum inc. reconnection, recovery and repair and readiness for remote learning if needed). 	<p>By February 2021</p> <ul style="list-style-type: none"> • All middle leaders will have actively engaged in M&E and used the evidence to complete ML QTL Evaluations. • Some MLs will have reviewed curriculum documentation and have updated full suite of documentation in consistent academy format. • MLs will have driven improvements in LP 1, 2, 5 and 6 through the facilitation of Departmental TLCs.

	<p>formulated by the whole team in conjunction with link SLT using the areas for development identified Autumn term teaching and learning evaluation exercise. These would have been used as a monitoring tool at the end of the spring term, however lockdown prevented learning walks and books looks from going ahead as normal.</p> <ul style="list-style-type: none"> • Standing item added to SLT agendas – discussion of department line management minutes. This allowed problems to be identified quickly and appropriate support provided. • Two rounds of individual meetings between HODs and THM/PSN probed curriculum intent, implementation decisions and ways of measuring impact. HODs were asked to justify decisions made and explain the rationale behind the design of their new curriculum as well as being asked to discuss sequencing in current units and plans for the future. HODs performed really well under this scrutiny, commenting that it had improved their confidence. Several asked for follow up meetings to discuss their plans in more depth. • Use of leadership calendar by senior and middle leaders allowed M&E process to be clearer and more transparent for staff. Priorities and agendas for meetings set centrally meaning teaching and learning was always a topic for discussion. 	<ul style="list-style-type: none"> • CPD including joint walks and scrutinies with ELAT Improvement Team to ensure confidence and consistency of expectation and standards. • CPD ‘Difficult conversations’ – supporting middle leaders to confidently and effectively challenge underperformance. • Middle leaders’ Forum meetings and Central Leadership Calendar will ensure middle leaders are well informed and can plan workload effectively as they drive improvements. 	<p>By August 2021</p> <ul style="list-style-type: none"> • All MLs will have actively engaged in M&E and used the evidence to complete ML QTL Evaluations. • All MLs will have reviewed curriculum documentation and have updated full suite of documentation in consistent academy format. • MLs will have driven improvements in LP1-6 through the facilitation of Departmental TLCs. • MLs will have completed term-on-term QTL evaluation and set QTL priorities for 2022/21 with SLT.
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Target 3 – Improve the quality of personal development, behaviour and welfare by ensuring that teaching motivates pupils and encourages them to consistently apply their best efforts, including in the presentation of their work.

2019/20 Action	Evaluation of 2019/20	Plan – Autumn Term	KPIs
<p>PSN Advise students before each TLC cycle of what is expected of them and informing them of planned focus for teaching and learning.</p>	<p>PSN</p> <ul style="list-style-type: none"> • Student voice conducted pre-lockdown showed that students were more aware of changes to teaching and learning procedures taking place in the Academy. • Students commented that they liked the lesson subheadings and that they felt that teaching had on the whole improved. 	<p>WHI</p> <ul style="list-style-type: none"> • Launch The Brittons Learning Principles. • Deliver student content in line with staff TLCs. • Collect regular student voice on effectiveness of T&L practice. • Transparent curriculum overviews inform students and parents of what is being learned, why and how it fits into wider learning. • Ensure all students know how to access remote learning (including protocols for learning during lockdown or Covid-19 related absence). 	<p>By February 2021</p> <ul style="list-style-type: none"> • Most students will be aware of Brittons Learning Principles. • Most students will be organising their learning using the sub-headings most of the time. • Student voice will demonstrate student awareness of how staff support their Recall and Retention (LP2); develop their literacy and oracy skills (LP5) and how they receive feedback (LP6) (Anticipated to be higher in KS4). • All students will know how to access and submit assignments on Microsoft Teams. <p>By August 2021</p> <ul style="list-style-type: none"> • All students will be aware of Brittons Learning Principles. • All students will be organising their learning using the sub-headings all of the time. • Student voice will demonstrate student understanding of how staff support their learning as per each of the LPs.

			<ul style="list-style-type: none"> All students will be regularly using Microsoft Teams to access, complete and submit learning assignments.
<p>COS Develop student learning skills through a tailored Tutor programme.</p>	<p>COS</p> <ul style="list-style-type: none"> Form Time 5 embedded in all year groups. Each year group had a specific focus: <ul style="list-style-type: none"> Year 11 – ‘Rev it Up’ Year 10 – ‘Release your inner drive’ Year 9 – ‘Know what you are doing’ Year 8 – ‘Results require resilience’ Year 7 – ‘Habits of champions’ Form time rota established and followed in all year groups, with days and activities/tasks planned (displayed in all form rooms). SMSC bulletin fully in place and used weekly during form time. Pastoral teams conducted regular learning walks and a generic ‘tick sheet’ was created/used to assess the quality of learning. All learning walks were saved in a centralised area for monitoring. More emphasis on praising students and reinforcing/rewarding students with a good attitude to learning (praise point badges/celebrations assemblies/certificates/ ‘love2shop’ voucher incentives/staff league table and weekly email identifying the top year group and house). SMSC ‘drop down’ day took place and involved all students participating in a study skills workshop with their form tutors. Session was planned by Natalie Smith (Trust) and amended to suit the needs of the students in each year group. 	<p>COS</p> <ul style="list-style-type: none"> All year groups to fully embed new slogan for the year and pastoral teams to communicate it with students and tutors. New form time rotas created and displayed in all form rooms. Learning walk tick sheet for form time amended and shared with all staff (following DfE guidance with emphasis on students’ well-being and mental health). SLT to monitor learning walk data during form time and follow up with pastoral teams their findings/analysis. SLT to hold HoY to account on the support/actions put in place to help improve the quality of learning during tutor time. More emphasis on praise and supporting students with their mental health on returning to school following the long period of home learning/school closure. Form time activities will have an emphasis on well-being and supporting students who are anxious about returning to school and gaps in their learning. ‘Lesson Legend’ post cards /certificates used to help motivate students. Student success celebrated regularly during form time with an increase in termly praise badges 	<ul style="list-style-type: none"> By February 2021 <ul style="list-style-type: none"> Pastoral displays created for all year groups with slogan promoted. Form time rotas shared and displayed in form rooms. Learning walks conducted. SLT to monitor learning walks and discuss concerns during line management. Weekly praise e-mails sent to staff and students, promoted during form time. Praise point totals displayed weekly on notice board, promoted during form time. By August 2021 <ul style="list-style-type: none"> Postcards and certificates created and used regularly across all subjects/staff. Learning walk tick sheets for all year groups saved in staff area for 2020-21. SLT to have actioned any form tutor concerns from tutor time learning walks. Praise points assessed and used to announce overall House winner for end of term assembly (promoted during form time). Praise point totals for 2020-21 displayed/communicated with staff and students. House champion notice board created for 2020-21.

		<p>awarded and the 'golden ticket' initiative rolled out early in the autumn term.</p> <ul style="list-style-type: none"> Multi-agency meetings have taken place during the summer holiday and students who are a potential concern have been identified and support has been planned with ELSA, counselling, work with outside agencies (mentors), mentoring with key staff in school (SGM, HoY, form tutor or SLT) and catch up sessions in the Best Centre with SEND department. The impact of this support needs evaluating in the autumn term and students re-assessed during follow up multi-agency meetings. 	
<p>WCK Develop a whole school careers programme around aspirational future pathways and opportunities.</p>	<p>WCK</p> <ul style="list-style-type: none"> Whole school careers programme in place with planned half termly activities for each year group, e.g. all Year 8 students visited a university to discover more about FE and HE and improve aspirations. However, many activities have not taken place due to lockdown. The Gatsby benchmarks have been used to assess and evaluate the Academy's programme and the two least developed areas were made the focus – '6: Experiences of workplaces' and '8: Personal guidance'. Work Experience was launched for Year 10 students. However, this was cancelled due to lockdown. We aim to relaunch this in the autumn term dependent on government guidelines. Personal guidance was offered throughout the academic year to specific year groups in preparation for key events, e.g. all Year 9 students had IAG 	<p>PHI</p> <ul style="list-style-type: none"> Create a Careers Strategy document to ensure all key information particularly relating to the Gatsby Benchmarks, is regularly updated and widely available in one document on the school website. RAG rate Careers Events Map from last academic year to ascertain which events are still able to go ahead with Covid-19 restrictions in place. Plan how some events can run virtually and how communication of such events can be improved through the use of Microsoft Teams and Edulink when it is up and running. Make information regarding new T Levels available in Careers Library, in PSHE/form time careers sessions, on 	<p>By February 2021</p> <ul style="list-style-type: none"> All Year 11 students to receive at least one careers meeting. NEET students and priority students have their appointment HT 1 and 2 before Christmas. The Careers Strategy document with updated Year 7 to Year 11 Careers Events Map (RAG rated depending on Covid-19 restrictions) on the school website and communicated with relevant stakeholders. Gaps in provision to be identified. Future aspirations of each student from Year 7 to 11 to be gathered in the Returning to Learning (September 2020) student voice survey. Data to be used to identify/target students for future programmes.

	<p>meetings with senior staff before choosing their KS4 options.</p> <ul style="list-style-type: none"> • Lunchtime ‘drop ins’ are particularly popular with Year 11 students seeking further guidance about post-16 options. During lockdown, information was e-mailed to students and shared on our website. • During lockdown, every student and their parent/carer was offered the opportunity to meet with their Form Tutor and/or Head of Year/Support and Guidance Manager to discuss ‘next steps’ and any barriers they were currently facing. • The MAT Careers Advisor is currently completing Level 6 Careers Advisors training so although we have an experienced Careers Co-ordinator who leads IAG in school and regularly meets with students for 1-2-1s, she is not formally qualified. 	<p>social media and on the school website.</p> <ul style="list-style-type: none"> • Organise the infrastructure for NEET and Careers Advisor appointments to be conducted via Zoom in the autumn term due to Covid-19 restrictions. • University templates to be displayed on classroom doors/department areas to outline which university staff members went to and the course(s) they studied. The aim is to view staff as academics and spark conversations regarding higher education and accounts of different universities/courses. • Apply to become part of the Access HE/NCOP programme e.g. funding given if schools meet the criteria. • Register with Speakers for Schools and organise a successful speaker with a raising aspirations focus. • Organise a KS3 Careers fair/workshop – students hear talks from people from different professions – Q&A (could be virtual if needed). • Track Year 11 proposed destinations post-16 and ascertain/map where support is needed. • Co-ordinate Year 11/10 careers meetings to support college, sixth form or apprenticeship applications. • Plan a Year 11 Masterclass on how to write a stand out application and CV. • Create and send out a KS4 Careers survey to students and parents with the main question being: what could 	<ul style="list-style-type: none"> • Year 10 and Year 11 Careers Surveys to be conducted with data to be used to personalise KS4 provision. • Launch Virtual Work Experience Programme for KS4 and embed in form time and at home. • Raise profiles of careers around the school through a dedicated careers section in the weekly SMSC bulletin, creation of a Twitter account dedicated to careers, display of Careers in the Spotlight videos which have been filmed personally for students at TBA, up to date displays and promotion of the use of the Careers Library. • Launch Future Grads – a Year 7 to 11 programme for 30 More Able students per year group that have the potential/desire to go to university. • Launch Step Up (differentiated by year group) form time resources to HOYs. • Launch virtual Year 11 support videos in form time which aims to guide students through the Post-16 decision and application process. • Track Year 11 proposed destinations post-16 and ascertain/map where future support is needed. • Year 9 PSHE Careers SOL to be taught with an Options focus prior to students making their GCSE choices. <p>By August 2021</p> <ul style="list-style-type: none"> • All Year 11 students to have applied to an appropriate Post-16 course.
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		<p>TBA do to prepare you for Higher Education or a career post-16? Use the main findings of the questionnaire to adapt the careers provision in the spring term.</p> <ul style="list-style-type: none"> • Year 11 to attend the Havering College Taster day which may be virtual. • Start planning the careers section of the SMSC day. • Set up a weekly bulletin notice to Form Tutors that contain key careers and student voice information. • Launch the National Skills Day – Wednesday 7th October Twitter competition #my skills, where staff and students are asked to send a short video of them showcasing a skill they have. 	<ul style="list-style-type: none"> • Year 7 to 11 to have completed their form time careers programme. • All KS4 students to have accessed and used the Virtual Work Experience platform. • All Year 10 students to receive at least one careers meeting by August 2021. • Selected More Able students to complete the first year of Future Grads. • Gaps identified in Year 7 to 11 Careers Events Map (RAG rated depending on Covid-19 restrictions) addressed. • The Careers Strategy document revised for 2021-22 academic year depending on Covid-19 restrictions in place.
<p>PSN Set presentation expectations across the Academy (minimum standards of quality and quantity of work in books and use of common language by staff around expectations).</p>	<p>PSN</p> <ul style="list-style-type: none"> • HOYs used attitude to learning scores from data drops to monitor students showing low effort. • Book look feedback, including from the whole school book look, showed vastly improved presentation standards since September. • Some “persistent offenders” still need to be targeted and teachers need to be stronger in challenging poor presentation and low effort. 	<p>WHI</p> <ul style="list-style-type: none"> • Launch ‘Pride in Presentation’ (PIP). • Learning walks and book scrutinies focus on PIP and used to target support for students needing to improve quality/quantity of work. • Increased use of PRAISE points at all levels to reinforce, motivate and celebrate PIP improvements. 	<p>By February 2021</p> <ul style="list-style-type: none"> • Book scrutinies evidence most students meeting PIP expectations most of the time. • At least five subjects regularly awarding PIP Praise points. • PIP action plans implemented with relevant Year 7 and 8 students. <p>By August 2021</p> <ul style="list-style-type: none"> • Book scrutinies evidence all students meeting PIP expectations all of the time. • Increased number of subjects regularly awarding PIP Praise points and all subject areas rewarding at least once in Summer Term.

			<ul style="list-style-type: none"> • Book reviews show sustained improvements in PIP for those students who have been on PIP Action plans.
<p>COS Heads of Year to monitor academic progress and interventions of key students and groups in all years.</p>	<p>COS</p> <ul style="list-style-type: none"> • PiXL Quadrant used in all year groups to evaluate/monitor student progress following a data drop (A2L and academic achievement). Anne-Marie Ward (Assessment Manager) created a set formula so that there was consistency across all year groups when analysing data. • Mentoring during SLT assemblies took place with tutors using the above data. • Year 11 'Raising Standards' lead appointed to work with key Year 11 students and supported HoY. • Attendance registers kept for Year 11 revision sessions and discussed regularly with Year 11 pastoral team/SLT (department registers). Year 11 intervention designed to target key students. • Consistent agenda used during pastoral line management meetings. HoY to monitor the academic progress of their students and discussed during SLT line management meetings. 	<p>COS</p> <ul style="list-style-type: none"> • HoY to continue to use PiXL quadrant to monitor academic progress and plan mentoring/interventions (Best Centre, homework club, student and parental meetings). • Assessment data to be regularly discussed during pastoral line management meetings following a data drop with key students/groups identified. HoY to create action plan and discuss students with relevant professional (HoD, teacher, form tutor or SENCo). HoD to communicate with students and parents following a data drop and identify/support students. • Multi agency meeting to take place in the autumn term to evaluate the impact of all interventions. • Students to continue to be mentored during SLT assemblies, the impact of mentoring to be assessed/evaluated by HoY. • HoY to continue to identify/recognise students with excellent A2L and academic progress. Use of praise points, badges, certificates and 'love2shop' vouchers used to reward students. 	<p>By February 2021</p> <ul style="list-style-type: none"> • Students identified for mentoring and interventions planned/discussed (PiXL quadrant). • PiXL formula/quadrant created for all year groups. • Consistent agenda created and shared for pastoral line management meetings. • After the first data drop for all year groups, student concerns raised with relevant professionals, parents and students. • Second round of multi-agency meetings to have taken place with impact of interventions measured. • Celebrating success assemblies for the autumn term. Texts, letters or Love to Shop vouchers sent to all students with a high number of praise points. • Badges awarded for outstanding behaviour. <p>By August 2021</p> <ul style="list-style-type: none"> • All students have participated in a mentoring session and individual interventions have been discussed and put in place (PiXL quadrant). • Data drops throughout the year have been analysed by the pastoral teams. • The pastoral teams have regularly communicated with parents, students

			<p>and teachers to discuss any specific student concerns.</p> <ul style="list-style-type: none"> • Third and fourth round of multi-agency meetings have taken place with impact of interventions measured. • Celebrating success assemblies to have taken place in spring and summer for all year groups. Love to Shop vouchers, texts or letters sent home to all students with a high number of praise points. • Badges award for outstanding behaviour and certificates in assembly in spring and summer terms.
<p>COS Build and deliver a coherent whole school programme for spiritual, moral and cultural education.</p>	<p>COS</p> <ul style="list-style-type: none"> • SMSC bulletin fully embedded and shared weekly with students during form time. • SMSC displayed boards created. • Assembly rota designed to cover all aspects of SMSC. • PSHE curriculum plan/learning journey created. • SMSC highlighted in all subjects' curriculum maps/ learning journeys. • SMSC 'drop down' day took place, all students participated in 5 workshops; Study skills, knife crime / CSE, drug / life of crime, parliament/Brexit and religious/British values. • Year 10, 9 and 8 workshops on forgiveness. This involved students being told 2 real life stories about the importance of forgiving. All students that participated in event were given a book of real life stories on forgiveness. • Key stage 3 mental health workshop discussing online safety was booked but unfortunately did not take place due to school closure. 	<p>COS</p> <ul style="list-style-type: none"> • SMSC bulletin to have a mental health/well-being focus to help support students with returning to school. • Learning walks to continue to be used to monitor the use of SMSC bulletin in form time. • Autumn term assembly rota created. • Pastoral learning journey created and displayed around school. • SMSC bulletin to have a careers/further education slide. • PSHE scheme to have an emphasis on SMSC/mental health. First Aid to be added as per guidance. • Implement action plan from ELAT 'Back to School' working party. 	<p>By February 2021</p> <ul style="list-style-type: none"> • Weekly SMSC bulletin with mental health and well-being section sent out and evidence of it being discussed during form time. • Learning walks to be carried out during form time. At least one every half term for all form groups. • Weekly assemblies shared with students during form time for the autumn term. Spring term assembly rota created and shared. • Pastoral learning journey created. • Careers section of SMSC bulletin fully embedded. • PSHE scheme updated. • Liaise across ELAT with supporting students returning to school ('Back to School' working party).

			<p>By August 2021</p> <ul style="list-style-type: none">• All form groups have had at least six learning walks during form time.• Students to have accessed a weekly assembly during form time throughout the year.• Pastoral Learning journey displayed around school.• ELAT 'Back to School' action plan completed.
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